DOCUMENT RESUME

ED 155 843 EC 110 609

AUTHOR Rowley, Jo Anne
TITLE First, You Get Their Attention.
INSTITUTION Texas Education Agency, Austin.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 78
NOTE 76p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Handicapped Children; *Identification; *Information Dissemination; Mass Media; *Publicize; Public Opinion; *Public Relations
IDENTIFIERS *Child Find

ABSTRACT

The handbook is designed to aid school districts in efforts to locate all handicapped children within their districts, as mandated by P.L. 94-142, The Education for All Handicapped Children Act. Individual chapters address the following aspects of child find programs (sample subtopics in parentheses): rationale for public awareness (cost effectiveness, moral obligations, and public image), target audience (general public, parents, and minorities), publicity (planning procedures and tapping sources), time factors in publicity, dissemination resources (papers, posters, and promotion), and preparing publicity. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155843

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Public Awareness

First You Get Their Attention

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Rowley, Jo Anne
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EC110609

Gregory-Portland Project FIND

FIRST, YOU GET THEIR ATTENTION

Prepared for
THE TEXAS EDUCATION AGENCY

by
Jo Anne Rowley, M. Ed.
Coordinator
Project FIND*
*Finding Individuals Needing Direction

Gregory-Portland I.S.D.
1978

Funded by the
Education of the Handicapped Act
Title VI-B
through the
Texas Education Agency

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Table of Contents

I. Abstract.....1

II. Foreword.....3

III. WHY...Public Awareness?.....5

A. Moral Obligation.....7

B. Law.....7

C. Cost Effectiveness.....8

D. General Public Support.....9

E. Public Image.....9

F. You Have Something To Say.....9

IV. WHO...Is Your Audience?.....11

A. Know Your Audience.....13

B. General Public.....13

C. The Handicapped.....13

D. Parents.....14

E. School Employees.....14

F. Minorities.....15

G. Dropouts.....15

H. Who does it?.....16

V. WHAT...Do You Publicize?.....17

A. Goals and Objectives.....19

B. Clarify.....19

C. Plan.....20

D. Message.....20

E. Sources.....21

F. Create Publicity.....22

VI. WHEN...Do You Have Public Awareness?.....23

A. Timing.....25

B. Timetable.....25

C. In Time.....26

D. Timeliness.....27

E. Time Lag.....27

F. Time and Again.....28

VII. WHERE...Shall I Send Information?.....29

A. Plot.....31

B. Possibilities.....31

C. Papers.....32

D. Public Service.....32

E. Posters.....33

F. Pupils.....34

G. Publicity Gimmick.....34

H. Promotion.....35

I. Public Service Agencies.....35

J. Public Speaking.....37

VIII. HOW...Do You Go About It?.....39

A. Begin.....41

B. Lead.....41

C. Organize.....41

D. Stumped.....42

E. Personal.....42

F. Rewrite.....42

G. Conflict.....43

H. Read Aloud....43
I. Edit....43
J. Check Your Material....44
K. Structure....44
L. Captions....44
M. Get Along With The Press....45
1. Conserve....45
2. Conform....45
3. Cooperate....47
4. Contemplate....47
5. Contribute....48
N. Graphics....49
O. Fini....50
IX. Appendix....51
A. Newspaper Articles....53
B. Letter To Agency....73
C. Radio Announcements....75

FIRST, YOU GET THEIR ATTENTION

ABSTRACT

First, You Get Their Attention is a handbook for school districts to use in their efforts to locate ALL handicapped children in their school districts. It is not limited to that purpose, however, for the techniques suggested therein are equally applicable for use in ANY public relations activity.

A chapter on "WHY....public awareness?" discusses reasons for using public awareness activities in locating handicapped youngsters. Moral obligation and law necessitates that we locate and serve the handicapped, cost effectiveness dictates the approach and the results of generating public support, developing a good public image and receiving referrals supports the use of public awareness as a highly valuable resource tool.

"WHO....is your audience?" presents the importance of knowing who you want to reach with your message. The general public, the handicapped, parents, school employees, minorities, and dropouts are the suggested audience.

"WHAT....do you publicize?" stresses the necessity of having goals and objectives, clarifying them and then planning the message. Included are ideas for sources of publicity and ways to create publicity.

"WHEN....do you promote public awareness?" is a timely

chapter on timing, planning timetables giving some guidelines in keeping your promotion activities on schedule and constantly before the public.

"WHERE....shall I send information?" lists the possibilities of papers, public service announcements, posters, pupils, publicity gimmicks, public speaking, public service agencies to contact, and other promotion ideas.

"HOW....do you go about it?" outlines the actual steps in writing, choosing a lead sentence, organizing your material, what to do when you are stumped, elements to make your writing interesting, how to get along with the press, selecting pictures and methods for preparing graphics for publications.

Included in the Appendix are copies of newspaper articles, radio announcements and brochures.

FOREWORD

One of the many difficulties faced by a school district in its attempt to serve all handicapped children is locating and identifying children living in the district, but who have never been enrolled in the school system's educational program even though they are of legal school age. Thus systems were needed to be replicated in school districts all over the state.

Project FIND (Find Individuals Needing Direction) was funded for three years to develop a system for identifying and locating handicapped children. As with most developmental projects, the road was rocky with boulders of indifference, ignorance, and fear. This booklet on public awareness is based on the findings that resulted from our efforts. Public awareness has been the most effective means for locating handicapped youngsters in our area. I hope the booklet will be useful to you in your task of seeking the handicapped children living in your school district.

WHY

WHY...

Public Awareness?

MORAL OBLIGATION:

The most important reason for trying to make the people aware that "public schools are for the handicapped, too," is that we want to serve ALL the children. To me, it is a moral obligation to which the schools are beginning to respond. Heretofore, parents of severely handicapped children had to place them in an institution or state school in order to get any semblance of education. What a strain it must have been for both the family and the child. There are more than eight million handicapped children in the United States, and it is estimated that 50% are not receiving equality in educational opportunity. The federal government has promised to assist state and local education agencies in meeting educational needs and assuring equal protection of rights for handicapped children.

LAW:

With the passing of Public Law 94-142 in 1975, it became the responsibility of each state to search for and discover ALL handicapped children. In Texas, this is being done through the individual school districts. By 1978, each local school district must have an active plan to locate and serve all the handicapped children who live within that district. You may

feel that there are very few to be found: but it is estimated that, in many areas of the state, the number of handicapped children who have never been enrolled in school is staggering. Results of developmental search systems in five projects in Texas lead me to believe this to be true. In addition, Section 504 of the 1973 Rehabilitation Act, signed into law in 1977, states that, each year, institutions must attempt to identify and locate unserved handicapped children. Public awareness can aid you in this effort.

COST EFFECTIVENESS:

Though all the statistics are not in yet from the five developmental projects, public awareness through media and various other activities seems to be the most cost effective means for search activities. Another method, that of door-to-door canvassing, is extremely costly. Though the results are more immediate, they do not appear to be any more effective.

Because other projects had used the house-to-house survey, we did not do a complete survey of the area. However, wanting to compare the results of the community awareness campaign, we did a survey of two "high risk" apartment complexes and two low-income housing projects. We discovered no unfound handicapped children through the survey and a vast amount of man hours were expended on it. Other projects have found many of their new clients through a house-to-house survey, however.

GENERAL PUBLIC SUPPORT:

When you release information about services available to the public, broad interest and understanding is generated. Such releases reinforce the point of view you are trying to establish as you attack both present and potential misunderstandings.

PUBLIC IMAGE:

It is important to present your information in such a way that services will be viewed as beneficial to the community. Be aware that any public relations activities you do will reflect upon the whole school district. Simplifying the process for obtaining special services will do much for your image. Also, ask yourself these questions:

Are our teachers easy to talk to?

Are our schools good places to work?

Are our parents satisfied with the schools and the services offered by them?

Do students enjoy school?

YOU HAVE SOMETHING TO SAY:

The only reason for writing on a given subject is that you have something to say. If this is the case you will not be that unpopular bored writer boring his readers. You have special knowledge or a unique point of view you want to share.

WHO

WHO...

Is Your Audience?

KNOW YOUR AUDIENCE:

Who are you trying to reach? How much do they know about special education...about handicapped children... about handicapping conditions...would they be able to recognize a developing handicap such as a hearing loss or impaired vision? These are questions you must ask yourself as you think about your reader. This will help you decide what to write about.

GENERAL PUBLIC:

The general public is frequently unable to recognize a developing handicap. Do you think you could? If so, you have probably studied the subject for several years and have experience with handicapped children.

THE HANDICAPPED

Because for so long the most severely handicapped children have been out of public view, very few people have the ability to cope with these children. Do you need to develop public awareness and acceptance on behalf of the handicapped children that are being released from state schools and returning to their communities? Exposure of how to work with these children, their abilities, needs and ways to help them

is needed. Can you help the public see them as human beings with feelings and needs?

PARENTS:

It has been our experience that parents of handicapped youngsters are suspicious of agencies who want to help them. Many parents are hiding their children because of this fear. Until recently, the stigma that has been attached to having a handicapped child in the home has also helped keep them hidden.

If you can get the parents to realize that changes are taking place you will have made a giant step toward identifying more handicapped children. When parents begin to understand that their Johnny or Jane can be educated in the public school and will not have to live quite a distance from home to attend a state school they will begin to seek help.

The more knowledgable parents are not a problem in searching for handicapped children unless they are afraid of the stigma. However, the stigma is no longer in having a handicapped child, but rather in not getting that child the services needed.

SCHOOL EMPLOYEES:

Your own teachers may not realize the need to provide services for severely handicapped children. Some staff members may think it completely unnecessary, asking, "What can

a child like that learn?" So add your faculty and staff to the audience you will want to reach by providing in-service program, faculty publications and reports.

MINORITIES:

Discover what population the paper's circulation reaches. Do the minorities buy it? If not, what paper do they buy? Do they buy one at all? Who listens to each radio station? Do you need to translate your news items into another language? What language groups do you need to reach? Consider minority newspapers and radio stations. The lower social class and rural-urban people are among those who require special efforts to reach. These seldom receive newspapers, but radio is a good avenue to reach them.

DROPOUTS:

Handicapped dropouts are a difficult group to reach. Any special education student who leaves school for any reason, except death, before graduation or completion of a program of study is considered unserved. Through a study by the Center for Research and Evaluation in conjunction with other projects we found that dropouts are best reached before they drop out. Characteristics of dropouts consist of a pattern of failure, they have been retained, read below grade level, I.Q. is usually lower, they tend to think concretely, seem to be less creative, low in math, not promoted in one of the first three grades. In participation and attendance they are

frequently absent (25 days a year before dropping out), lack friends at school and are often truant. There are other characteristics too numerous to add here. Most of these students will not come back to school after they have left. Though this is not public awareness as such, I feel that administrators should be aware of some inexpensive ways to stop dropping out. Courses of study for these students could include consumer economics, occupational training, learning about community resources, how to obtain health care or programs and information about government and law. These are definitely of interest to them and are relevant.

WHO DOES IT?:

Your audience will want to know who provides the services for handicapped children. Who cares and why do they care? You may want to give a little history of your services including information about how many years you have been serving special children, how many teachers and kinds of classrooms are available, how many children you are serving and the percentage of the school enrollment they represent. This information will be of interest to your readers.

As you begin to write your copy, keep in mind who you are writing for. Write with them in mind. Write to them. Be friendly, warm, and personal in your approach. As you write, make it person-to-person communication.

WHAT

WHAT...

Do You Publicize?

GOALS AND OBJECTIVES:

I can imagine your impatience to begin writing as you read through these pages: but until you have formulated the goals, objectives, and desired outcomes of the public awareness campaign, your writing will have very little direction. If your publicity is not consistent with the aims and views of your school district, you may be doing more harm than good. What is your purpose? Do you want to change opinions? Motivate to action? Inform? These are questions you will want to consider before collecting background material. They will give you direction in deciding about what to write.

CLARIFY:

In order to clarify your aim, write down your objective. Is there a problem you are trying to correct? There is no point in communicating unless there is a problem. Good writing is problem oriented. Get a complete and clear picture of the situation. Don't leave the problem unsolved; suggest a solution.

If there are some aspects you need more information on, do some research in that area. Look at your subject with fresh vision. By making an analysis of the facts, you will

be on a straight course for making a decision on a plan of action.

P L A N:

As you begin to write your material, have all the information you need listed before you. Keep in mind that people will want to know what the services you offer will do for THEM. Exaggeration will not help your credibility. By thinking in simple, realistic terms, you will be able to honestly present facts, not opinions. You must strongly believe in what you are doing or it will come across in a weak manner.

What information should you put into your release? If your subject is interesting and important, you have two basic factors of news. Would you be interested in reading about special education if you were not connected with it yourself? Can you connect local activities to national happenings? How does the new law effect your school district? Is your news unusual? Are your students the youngest in the school district? Are your services the newest? Do you have a better approach? Is your news dramatic? How will special education effect the students and their families? What are parents saying about your program? Bring conflicting emotions into the picture when possible--people should always be informed on differing view points.

M E S S A G E:

Do you want a sympathetic response? Your subject matter

could focus on one child. Do you want to attract attention? Describe activities in a large class where there is a lot going on, as in a special training class. Is information-giving what you want? "Just list the facts, ma'am." Will you try to persuade your audience to take some action, such as referring a child to you or bringing one for screening? In this case they must be stimulated and convinced that your services will help them and their child before they will act.

SOURCES:

If you feel you have nothing newsworthy to write about that is news, reconsider. Seven possible sources of news are as follows: People, plans, procedures, practices, products, places and publications. Plan a story on a child you are serving, a special teacher, the diagnostician or parents. Publicize the new plans you have made for the year. Most parents would enjoy knowing the procedure for obtaining services. This may be a good time to explain "red tape". Special classroom activities and their purposes are not common knowledge and may be used as material for an article. Your products are your students. How many "success stories" do you have? Newspapers love to take pictures of on-going activities. Ask a newswriter into a classroom. Have you printed any special publications? Let it be known! You have an excellent program! Let the world know!

CREATE PUBLICITY:

When you think nothing is going on, dream up publicity. Issue a statement. Arrange to make a speech. Organize a committee. Hold an election. Observe an anniversary. Invite a VIP from out of town. Conduct a survey. Announce a plan or program. Report results of your activities. Stage a tour. Localize national reports. Recognize achievement. Observe special days, weeks or months. Take a stand on public issues.

WHEN

WHEN...

Do You Promote Public Awareness?

TIMING:

Prior to reading this, you may have already begun a public awareness campaign: but the beginning really is at the planning stage. Now that you know WHY, WHO and WHAT, you need a plan WHEN. Public relations activities must be well planned because they describe policies and practices, reflect upon the entire organization and systematically influence public opinion. Hopefully, your main goal is reaching clients, as it is with any public relations. Your activities should be phased throughout the year because it will keep the public interest and will increase impact.

TIMETABLE:

As an aid to planning you may want to use a time chart similar to the one below. The audience and objectives have been discussed previously and the channel will be covered in the next section, WHERE.

Audience	Channel	When	Objective	Cost
General Public	Newspaper Article	July 12 August 15	To publicize the special classes for severely handicapped children.	Public Service

Audience	Channel	When	Objective	Cost
Parents	Letter through schools	Sept. 7	To inform about possible learning problems in 3-4-5 year olds.	Printing
New Families	Information packet given by school secretary at registration.	Throughout year beginning Sept.	To inform new people in town about services available through the school.	Printing
General Public	Radio spots KZBA, KAFT, etc.	Sept. 14	To encourage the listening public to take advantage of special services.	Public Service
Minority	Minority Language Radio spots		To inform those whose home language is not English about services.	Public Service
Teachers	Local newsletter	Oct. 15	To inform about classes for severely handicapped.	Printing
Parents	Check service through schools	Oct. 30	To show how easily services can be obtained for handicapped.	Printing
P. T. O.	Speech	Nov. 6	Describe the process of evaluation.	

IN TIME:

Discover the deadlines your paper has for news. Deadlines are different for different papers and are based on printing schedules. Small town weekly newspapers will have

a day and time such as Wednesday by noon for a paper that comes out on Thursday morning. Of course, the earlier in the week you have your article in, the better chance you have that it will be used. Daily newspapers have the same kind of deadlines for Sunday papers.

TIMELINESS:

Three weeks in advance of a planned program is not too soon to have a short notice printed in the newspaper. The week before the event, another article can more fully describe the activity. Subject, speaker, place, time, etc. should be covered. After the event has taken place, a write-up should be in the next possible issue of the paper.

TIME LAG:

You cannot expect a newspaper to use news that is not NEW. Don't let an article just sit on your desk if you really want it printed. If you are mailing the article for a particular deadline, keep in the mind the time lag caused by the mail.

Many papers will give you a write-up if you will just call your information in over the phone. Be sure of your facts and be complete. It is also a good idea to avoid the telephone rush hour if you do this.

If you are having letters, newsletters, notices or the like printed either by your own school printing office or a public printer, make arrangements in advance if you want it

done by a certain date. The school printroom is often put in a bind before school board meetings to get material printed and of course this will take precedence over anything you want done. Public printers take jobs on a first-come-first-served basis. Our printers wanted at least two weeks to get our newsletter out, for example.

TIME & AGAIN:

Repeat, repeat, repeat. Just one notice, article, newsletter, poster, radio spot or speech will not get the job done. You have noticed that major advertising companies use ads over and over until you have completely memorized them and can repeat them yourself. Your children even go around singing the commercials. This is what you will have to do with your messages.

There are five stages that we go through to communicate. The awareness stage is often where we leave off. Instead, push on and obtain the public's interest. You must have many human interest stories you can get permission to print. From there get the reader to evaluate your service, make them believe it is good for them and their community. Then you will begin to see results as they give it a try. Referrals will begin to come in on children that need to be "found", and you will know that your message has been adopted. But all of this takes time and repetition!

WHERE

30

WHERE...

Shall I Send Information?

PLOT:

An integral part of your planning will be in making decisions about where to channel information. Look over the suggestions and decide on a method or many of them. Then you can decide on priorities and dates.

POSSIBILITIES:

There are any number of places to start and continue your campaign. Public media seems to come to mind first. There are daily, morning, evening, Sunday and weekly newspapers; television and radio public service announcements; talk shows; and direct mail. You can use outdoor advertising such as billboards and signs, transit company advertising, posters, fliers and brochures. In-house methods include reports, newsletters, payroll envelope inserts, manuals, bulletin boards, PA systems, closed circuit TV and the grapevine. The personal approach is always effective as you take a movie or slide presentation to show to a group, make speeches, attend meetings, develop a parent committee and have conversations with the public.

Many factors will influence your selection of the means for reaching the public with your information. The service that is most available may be the best. The audience that

is to be reached and the extent or type of distribution they get, will influence you. Your own objectives will usually lead you to the most promising media. Knowing the character of the respective media can help in the decision making.

PAPERS:

Newspapers will print your stories quite readily. Just be sure that your information is really news. Small community weeklies are usually filled with school news. Large city papers normally have at least one Saturday or Sunday page devoted to school news.

When you prepare an ad for the newspaper, develop a visual focal point. Type is considered gray mass and ads need white space. A short attention getting phrase, word, or a simple drawing could be the focal point. Many newspapers will prepare your ad for you, but if you work it up yourself, remember to keep it simple. Don't mix more than two or three sizes or kinds of type. It is distracting to the reader.

PUBLIC SERVICE:

Radio and television stations will often make public service announcements for you. Take advantage of this means of free publicity. Also, if there are radio or television talk shows in your area, make arrangements to appear on them. This is an excellent opportunity to get your program before the public. If you use a visual aid for television, the same rules as those for newspaper ads apply. They should look profession-

al, be camera ready and be essential to your talk.

Visual means of promotion are used so often that we fail to realize the differences between visual and audio announcements. First, the listener's attention must be caught with words. If you don't catch them with your lead-in, they'll turn you off. You have no headlines, or pictures to help. The ear is not as attentive as the eye, so you must repeat, repeat, repeat. Listeners can't go back and listen again to figure out your meaning so keep it simple, brief and uncomplicated. Don't leave the audience wondering where to go...tell them again and again. Word pictures must replace visuals. Written words do not always come out sounding right and some combinations cause stumbling. Always read your announcements out loud.

Listening audiences can't remember a lot of numbers. Limit them to the necessities. Time spots come in three lengths: 10 seconds for about 30 words, 30 seconds for about 75 words and 60 seconds for around 150 words. Conversational language is easiest to listen to. There are samples of radio announcements we had prepared in the appendix that may be of some help to you. Please feel free to adapt them to your needs.

POSTERS:

Posters, bulletin boards and billboards are read in a glance, so your message must be brief. It should be just three or four lines plus an identification line. You don't need complete sentences. Use staccato phrases. Dramatize the most im-

portant idea. Be consistent with your school or project policies. Make them colorful to catch the eye and remember cuteness becomes a bore.

Posters can be placed in any number of places such as grocery stores, department stores, shoe stores, drug stores, restaurants, doctors' offices and dentists' offices. Apartment managers will often allow them to be placed in washrooms and recreation rooms. Don't forget rural stores that reach a distinct population. Fliers can be delivered by local Scout, Brownie or Campfire groups or arrangements made to have them added to shoppers' bags when purchases are made.

PUPILS:

Remember that your most important link with the home is the pupil. Parent-teacher organizations are excellent places to start. Room parents' meetings often will allow a few minutes to make an announcement. The letters, questionnaires and newsletters that we sent home with each student worked most effectively for our project. When a news article, notice or ad would not be read, papers that the school youngsters took home would be. Your school publications may provide the best bridge into the home for you, also.

PUBLICITY GIMMICK:

Work up your information to look like a check, bank statement, bill, credit card, funny money, license, certificate, report card, coupon or diploma. These are just a few of the

possibilities. Put your thinking cap on; I know you can come up with others. Send them home with the students. I guarantee they will be read. If you can afford brown lunch bags, print your message there! See how many you get back with lunches in them. No telling how far this gimmick will reach.

PROMOTION:

Seek alternative methods for informing the public. Service clubs are always interested in something new at school. Welfare agencies will try to cooperate with you, too. Often industry and business will want to know what services you provide. Don't overlook religious groups as a means of spreading the word. Send a letter to these groups informing them of the services available. Often they are looking for your service! Form a group with those who wish to and share lunch three or four times a year with a program being presented each time by one of the clubs or agencies. This is a good way to share information about services and avoid duplication of services.

PUBLIC SERVICE AGENCIES:

Below is a list of community service agencies that you should consider contacting with your message. I am certain that there are others that are strictly located in your community. By all means send information to them also.

I. Public

A. Child Care Facilities B. Children's Service Division

C. Council of Government
D. Fire Department
E. Health Department
F. Juvenile Department
G. Mail Carriers
H. Mental Health-Mental Retardation
I. Park & Recreation
J. Police Department
K. Probation Office
L. Social Security
M. State Hospitals
N. State School for Deaf & Blind
O. State School
P. Vocational Rehabilitation
Q. Welfare

II. Private

A. Association for Children with Learning Disabilities
B. Churches
C. Commission for the Blind
D. Community Centers
E. Council for Exceptional Children
F. Easter Seal Society
G. Lighthouse for the Blind
H. March of Dimes Foundation
I. Planned Parenthood
J. United Cerebral Palsy

III. Vocation-Professional

A. Businessmen's Association
B. Business & Professional Women
C. Chamber of Commerce
D. Dental Society
E. 4-H
F. Grange
G. Labor Unions
H. Local Hospitals
I. Medical Society
J. Parent-Teachers' Organization
K. Public Utilities

IV. Social & Civil

A. American Legion
B. Boy & Girl Scouts
C. Elks
D. Jaycees
E. Jay-c-ettes
F. Kiwanis
G. Knights of Columbus
H. Lions
I. Masons
J. Moose
K. Optimists
L. Red Cross
M. Rotary
N. Senior Citizens
O. Shriners
P. Veterans of Foreign Wars
Q. Women's Clubs
R. YM-YWCA

PUBLIC SPEAKING:

When you have the opportunity to speak in public about your subject, by all means jump at the chance. To catch your audience's attention right away, make a startling statement, then explain. Refer to things and people they know or an object near you or an item in the news. If you have some peculiar results that will make them want to know the cause, use them. Move your speech quickly and make action and movement an integral part of it. Use real people, events and places in your anecdotes. Document your statements specifically. Whenever possible use conflict and opposing forces. Recent happenings are what they will want to hear about. The use of intense experiences will hold their attention.

I always try to have some kind of visual aid to help in the talk. This reinforces the main points I want to make and

will also keep the audience's attention focused where I want it. Of course, the necessary preparation will help keep down nervousness and outlining will keep you from reading your speech. No one likes to be read a speech.

38

HOW

39

H O W...

Do You Go About It?

B E G I N:

After you have gone through the preceding steps of WHY, WHO, WHAT, WHEN and WHERE, you are ready to write. Begin by analyzing your services. What is available? How does the public benefit? Then put down all you know about your subject, leaving space for information such as dates, addresses, complete names, titles and accurate quotes.

L E A D:

When you have collected all the facts select four or five possible lead sentences. Using a question or a statement of the theme or problem is a good way to catch the reader's attention. The most interesting fact or the most important statement will be your lead. This first sentence is the most important and must be provocative and interesting. This will help get the first paragraph written.

O R G A N I Z E:

After you have written the first draft, organize the material logically. Bring out your conclusions early. Many readers have just enough time to read the first few sentences. An outline of the further details for the remainder of the article will help you get an overall picture, "Gestalt", of your subject. The second paragraph should give background informa-

tion. Other details may be added in the order of their importance. To keep interest up, make your writing lively by using humor when possible. Anecdotes may be used if they make a point, but they should be kept short and active. Tell how to get the services you offer. If you want a response, tell your public what it is.

S T U M P E D:

If getting started is an obstacle for you, write as if you were writing a letter to a friend. Visualize that person and communicate with him. If you get stuck, start again. Try to write the complete article in one sitting. Then polish, revise, rearrange, cut and correct.

P E R S O N A L:

Using personal pronouns such as "I" and "You" helps make the writing forceful and personal to the reader. Showing your reader how and why your subject is important to him will help make it relevant. Get him personally involved with the material by catching his attention right away. Strong action verbs bring liveliness to your material. Keep in mind that your enthusiasm will show in your writing. Your writing should be brief, clear, apt and personal.

R E W R I T E:

During the first writing it will be easy to get off the subject, but as you go back over the script, cut out all of the unnecessary information. Using your point of view, focus

on the important aspects and de-emphasize the unimportant. If you are too closely involved to see the basic elements, get someone else's opinion to determine if you have written clearly. Examples will help you be specific in your writing. Generalities usually show your lack of understanding or knowledge of the subject. A little research may be necessary in order to discover the needed details.

C O N F L I C T:

Omitting other positions often causes the knowledgeable reader to become suspicious. So if you see conflicting views in the subject area, bring them out. This will add life to the article as you reflect, wonder, question, digest, interpret, condense, distill and articulate. When you are writing about a problem, you should propose a solution.

R E A D A L O U D:

When the article has been rewritten for the last time, read it out loud to someone. See if the message is clear or sentence structure is rambling. This activity will show problem areas that need simplification. The article may have to be written again to take care of these problems.

E D I T:

Get an editor or a friend to read your article and note places that seem rambling or confusing. This critical response will show real areas that need pruning, clarification or condensation. As you edit, be sure that the facts have

been presented. To present merely your opinions is an imposition on the reader and may cause a reaction you do not want.

Exact quantities and terminology should be used. A style guide will be helpful at this time. There are many of various size and price to be found in book stores.

CHECK YOUR MATERIAL:

Be sure that the subjects, objects, nouns, verbs and clauses in each sentence agree. Throw out all judgmental, self-serving words such as good, bad and excellent. Too many prepositions and cliches can weaken your writing and educational jargon should be translated to the language of the general public.

STRUCTURE:

Sentence structure and length should be varied to avoid monotony. Only one thought per sentence is a good rule to keep, but one long sentence on one idea is better than two short ones. Don't be afraid to repeat the same word if not using it could in any way cause confusion.

CAPTIONS:

Using captions forces you to think about your subject and focuses the reader's attention. They break up long pages or articles into portions that can be easily read.

GET ALONG WITH THE PRESS:

Five words that sum up the HOW to get along with the press are: conserve, conform, cooperate, contemplate and contribute.

conserve:

The words of Joe Friday, "Just give me the facts, ma'am", reflect the meaning of the word conserve. One 8½ x 11 double-spaced page should be long enough to cover most subjects, or keep it as short as possible. While you are at it, be sure your words and facts are accurate. However, your script should also be complete. Don't leave any blanks. Newspaper personnel do not like having to do homework you should have done.

conform:

Most newspapers use about the same format for incoming news and would appreciate your complying with it. Below, in outline form, is a sample format. (See samples in appendix.)

I. Basics
   - A. Type all copy
   - B. Double-space
   - C. Use 8½ x 11 paper
   - D. One inch margins all around except 1½" at left

II. Form

A. Upper left-hand corner

1. Name
2. Address
3. Telephone number
4. Name of organization

B. Upper right-hand corner

1. Preferred release date
   a. "Release Sunday, March 10"
   b. "Hold for pix due Nov. 1"

C. Guideline

1. 3 spaces below the upper right and left information
2. Suggested headline
3. Just below guideline add "with pix" if pictures are involved

D. Body

1. Begin about two inches below the guideline
2. "More" at the bottom of each page if more than one page is necessary
3. Find out what length the editor prefers
4. At the end of the article put (#)

cooperate:

Many times, papers will send out someone to cover a story if you will give them plenty of time and information. This nearly always makes for good relations with the staff. Don't play favorites with newspapers; news features can be alternated between competitors. Editors may cut your article, but they think of their obligation to their readers first. Don't ask for favors or for special copies of your articles. Be cooperative with them and they will cooperate with you.

contemplate:

Discover the deadlines or how much time the publisher needs to have your copy before the printing date. Usually it is safe to have your release in as soon as possible. You should not expect to get your material printed if it is sent in at the last minute.

Advance notices of activities will often be printed and are especially good for keeping your project in the public's view. It is well-known that the public must read, read and read again about a subject before they will act on it. So the more often you can get coverage, the better. Reporting on an event should be done immediately. Old news is no news.

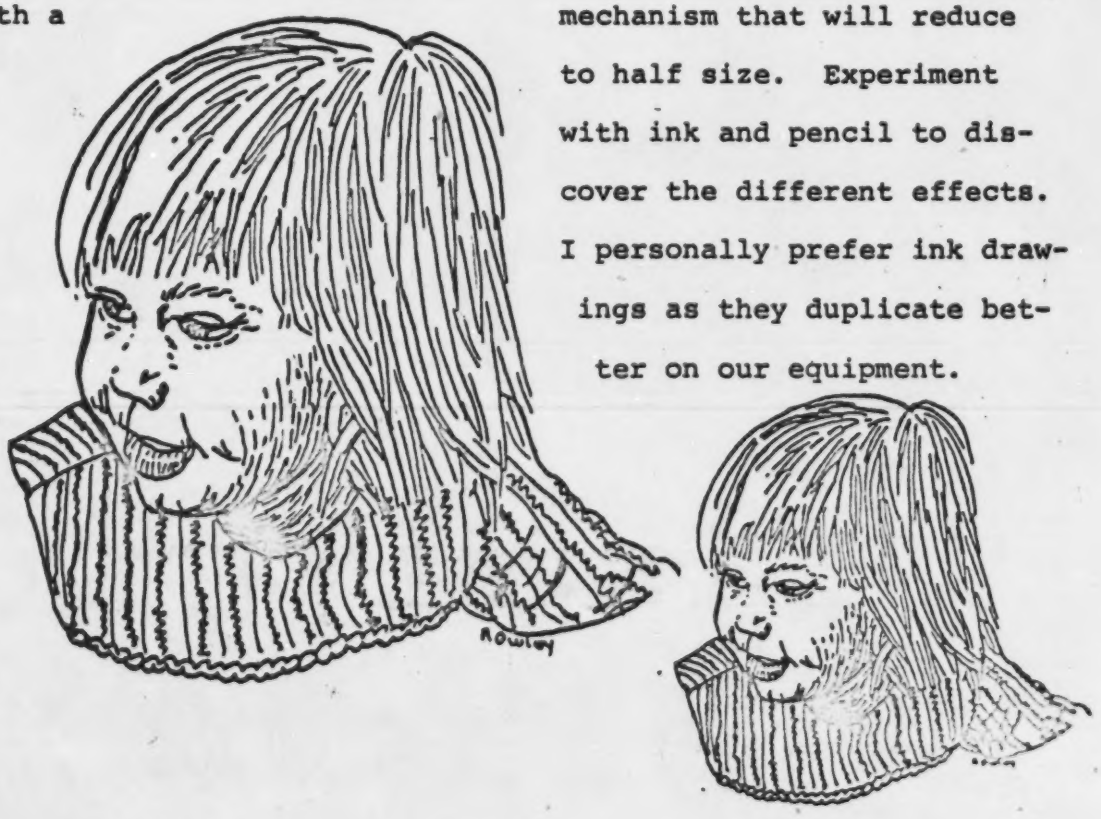
contribute:

Contribute pictures as often as possible. Pictures often help tell the story, but avoid pictures of handshakes and "firing squad" lineups. Always show two or more people with action or human interest. To insure good photographic quality take extra shots. Watch the background; it should be kept plain. Don't let people look into the camera. Black and white pictures are preferred, but clear sharp color shots will sometimes be adequate. If your budget allows, hire the best photographer you can afford.

When you have decided on the pictures that promote your purposes, identify the people in them and attach the identification listings to the pictures. Attach a caption on a flap of paper taped to the bottom of the picture. Never staple or paper clip a photo. Use a cardboard stiffener when sending or mailing a picture. Send them in with the releases they illustrate. Devise an efficient filing system for your photographs.

GRAPHICS:

Any kind of visual aid may be used to get your point across. You can use flow charts showing time lines or activity lines, column charts, bar charts, line charts, band charts, pie charts or rate charts. They all are an important way to disseminate information. Your drawings can have the look of being "professionally" prepared by using some techniques that professionals use. Find a slide or picture in a filmstrip that suits your needs and get someone with a little talent to trace it as it is thrown upon the paper. Focusing the picture to twice the size that you need and then reducing the drawing makes it look very fine and delicate. Many copy machines are equipped with a mechanism that will reduce to half size. Experiment with ink and pencil to discover the different effects. I personally prefer ink drawings as they duplicate better on our equipment.



Often a dark line of large print will cause a lighter line to fade in the process of making a negative for an aluminum plate. If this happens, separate the dark and light areas, the print and the drawing, take two negatives and then piece them together to make the plate.

You can purchase rub on letters to give the whole text a professional look. They come in many sizes and styles. Check with printing companies to see if they have them or can order them. The brand names of two that I know of are "Transartype" and "Prestype". Using these letters for titles and subtitles is one way to produce impressive looking copy.

FINI:

Complying with the law to locate, identify and serve all the handicapped youth in your school district is a never-ending, but rewarding task. The suggestions made in this book may, more than likely, influence attitudes of your whole community. As the public becomes more knowledgeable about the services that are available, I hope you will continue using public awareness activities to promote the public school. It seems to me that there are more people taking pot shots at our schools than there are those who can see the good job that is being done. Public awareness is one good method to present the excellent activities of the school to the community.

APPENDIX

NEWSPAPER ARTICLES

On the following pages are some of the news stories Project FIND used. They are all adaptable for use by most school districts. Please feel free to use them in any way that will suit your needs.

As you read over these articles, more than likely, you will get ideas of your own for stories. The possibilities are limited only by your imagination! Get busy! I know you can do it!

Jo Anne Rowley
643-6566
Box 338
Gregory, Texas 78359
Project FIND

Release Thursday Sept. 1

Special Children Get Attention

Special classes are being provided in Gregory-Portland schools again this fall for special youngsters ages 3-21.

Classes are small and provide the kind of individual help each child needs. Children who have been diagnosed handicapped, no matter how severe, are eligible for this special help.

For many years, parents of severely handicapped or disabled children found no place for their youngsters in the public school. They either had to send them to a state school or keep them at home. Now even the severely handicapped child is provided an education through schools.

Those who know of a severely handicapped child who is not in school should tell his parents about this service or call the special education director, Marcia Counter, for further information at 643-6566.

Jo Anne Rowley
643-6566
Box 338
Gregory, Texas 78359
Project FIND

Release Thursday Sept. 22

Three-Year-Olds Attending School

Many young handicapped children, ages 3-5, are eligible for the early childhood class which meets in Gregory. Often the child's need is very slight or is not recognized by the parents. Many parents do not know what symptoms to look for. A checklist is provided below with some indicators of learning problems. A child demonstrating one or some of the behavior is by no means definitely handicapped, but a wise parent will want to call the special education director and make arrangements for a screening to detect possible handicapping conditions.

CIRCLE ONE — Do you have a child who:

yes no 1. Does not talk after age 4 very much or points and makes noises to get what he/she wants?

yes no 2. Has a speech problem after age 4? Can you and others understand him/her when he/she talks?

yes no 3. Has trouble learning nursery rhymes, prayers or what you ask him/her to do when others his/her age can.

(More)

yes no 4. Seems to have a hearing loss? Can your child hear you when you talk to him/her?

yes no 5. Cannot see well? Does he/she sit very close to the set when watching television?

yes no 6. Seems to be clumsy with his/her hands or tends to fall or stumble a great deal?

yes no 7. Has been diagnosed as handicapped by a doctor as deaf, blind, mentally retarded, physically handicapped, emotionally disturbed or learning disabled?

yes no 8. Consistently does not get along with others at play?

If you answered "yes" to one or more of these questions, your child <u>may</u> benefit from special classes available for all children ages 3-21 in our public school district.

Please call the special education director, Marcia Counter, at 643-6566 for further information.

We're here to help!

Jo Anne Rowley
643-6566
Box 338
Gregory, Texas 78359

Release Thursday Oct. 20

Speech Trouble Needs Attention

Children who seem to be having difficulty developing speech, may be helped to work them out by parents or the baby-sitter at home. Very limited speech or speech that is difficult to understand in a child of three may indicate a need for language stimulation. You can help with three simple activities: read stories to the youngster; look at magazines and name the pictures together; and talk to the child.

Many parents are concerned about speech problems. Often, there is nothing to worry about--these "problems" are only immature patterns of speech which the child will outgrow. Occasionally, however, a child will have a speech problem that calls for special attention.

A child who has no speech at the age of one year, or who has babbled up to the age of eight or nine months, stopped and attempted no new sounds should be checked for a hearing loss.

(More)

The Special Education Department of the Gregory-Portland Schools believes that through early identification, many potential problem areas can be successfully dealt with. Services of a speech therapist is available to children age three by September 1, and evaluation of speech can be quickly done in the diagnosticians' office. If you are concerned about your young child's speech, call Mrs. Wilson at 643-6566 and discuss it with her.

Jo Anne Rowley
643-6566
Box 338
Gregory, Texas 78359

Release Nov. 10, 1977

No Such Thing as a Stutterer

One of the major concerns of parents of young children is what appears to be "stuttering". Many parents don't realize that all people--particularly young children--falter over and repeat words at times, expecially when excited or under stress. This type of speech is seen quite often in bright, active youngsters of three or four years of age who speak very well for their age; and if handled properly, it will usually disappear in a matter of months.

There are several recommendations to be made to families of these children.

Don't label the speech as "stuttering" or call attention to it in any way. "Stuttering" frequently develops after it has been labeled as such and when well-meaning parents begin "helping" the child by correcting his speech.

Avoid such advice as "begin over", "take a deep breath and then talk" and "think out what you are going to say before

(More)

you begin". This is worse than useless--it may actually be harmful by causing stress and frustration in the child and reinforcing the "stuttering".

If you feel that your child is experiencing a large amount of trouble in the area of speech, call the special education office and discuss it with someone there. They will be able to determine if the speech is within normal limits or if help is really needed. If it is, the help is available in the public schools for children ages 3-21.

Jo Anne Rowley
643-6566
Box 338
Gregory, Texas 78359

Release Dec. 8, 1977

Special Education Opportunities

The youngest children in the Gregory-Portland public schools are found in the early childhood class. These youngsters have been identified as handicapped and are given an individualized program that is designed to provide strength to overcome their weaknesses and to develop their strong areas. A child with a handicap who is three years old as of September 1, and is too young for kindergarten may qualify for the program. Many times this early childhood class enables mildly handicapped youngsters to make a good adjustment to kindergarten or first grade.

Through special education, a number of services are available to older children. Many children with special needs can function in a "regular classroom" a good part of the day. Special help is needed only in a few areas, and this is given in the "resource room". In the "resource room", a teacher certified in special education gives help to children individually or in small groups.

(More)

There is one "combined unit" for a variety of children who would not be able to function in the "regular classroom" with "resource help". The daily activities of these boys and girls are directed by an energetic teacher who has a very real interest in each child. Each child has an individual education plan which has been designed especially for him to develop his potential.

At Junior High School level, the resource room is utilized for children who need special help in some area, but who spend the larger part of their day in the regular classroom.

At High School level, V. A. C. (Vocational Adjustment Class) training is available. This work-study program offers handicapped students on-the-job training. The "resource room" is also available at the high school level.

The Gregory-Portland school system is proud of its services to handicapped children. Plans are being made to serve all handicapped children as outlined by the Federal Education for the Handicapped Act 6. Severely handicapped children will be given prime consideration. The system is striving to find and serve 100 per cent of its students who are handicapped.

Jo Anne Rowley
643-6566
Box 338
Gregory, Texas 78359

Release Jan. 12, 1978

Your Child May Have A Special Need

Many children are born with or many acquire physical and or mental conditions which handicap their normal growth and development.

Fortunately, many of these conditions can be helped or completely corrected IF parents recognize the problem early and seek help. Failure to recognize and deal with a problem early may result in an unnecessary lifelong handicap.

The following early warning signs are some of the more common indications that a problem may exist. If for any reason there is suspicion a child may have special needs, help should be sought immediately -- don't wait until the child enters school before dealing with the problem.

Seeing: If your child....

-- Is often unable to locate and pick up small objects within reach.

-- Frequently rubs eyes or complains that eyes hurt.

(More)

-- Has reddened, watering or encrusted eyelids

-- Holds head in a strained or awkward position (tilts head to either side - thrusts head forward or backward) when trying to look at a particular person or object.

-- Sometimes or always crosses one or both eyes.

Talking: If your child....

-- Cannot say "Mama" and "Dada" by age 1.

-- Cannot say the names of a few toys and people by age 2.

-- Cannot repeat common rhymes or T. V. jingles by age 3.

-- Is not talking in short sentences by age 4.

-- Is not understood by people outside the family by age 5.

Playing: If your child....

-- Does not play games such as peek-aboo, patty cake, waving bye-bye by age 1.

-- Does not imitate parents doing routine household chores by age 2 or 3.

-- Does not enjoy playing alone with toys, pots and pans, sand, etc. by age 3.

-- Does not play group games such as hide-and-seek, tagball, etc. with other children by age 4.

-- Does not share and take turns by age 5.

(More)

Thinking: If your child....

-- Does not react to his/her own name when called by age 1.

-- Is unable to identify hair, eyes, ears, nose and mouth by pointing to them by age 2.

-- Does not understand simple stories told or read by age 3.

-- Does not give reasonable answers to such questions as "What do you do when you are sleepy?" or "What do you do when you are hungry?" by age 4.

-- Does not seem to understand the meanings of the words "today", "tomorrow", "yesterday" by age 5.

Hearing: If your child....

-- Does not turn to face the source of strange sounds or voices by six months of age.

-- Has frequent earaches or running ears.

-- Talks in a very loud or very soft voice.

-- Does not respond when you call from another room.

-- Turns the same ear toward a sound he/she wishes to hear.

Moving: If your child....

-- Is unable to sit up without support by age 1.

-- Cannot walk without help by age 2.

-- Does not walk up and down steps by age 3.

-- Is unable to balance on one foot for a short time by age 4.

(More)

-- Cannot throw a ball overhand and catch a large ball bounced to him/her by age 5.

Who can help?

If a child is suspected to have special needs, contact Project FIND at 643-6566.

The earlier a child's special needs are recognized and professional help is sought, the greater the possibility that the child can be helped to overcome a problem.

Jo Anne Rowley
643-6566
Box 338
Gregory, Texas 78359

Release Feb. 17, 1978

Johnny Had a Problem

What happens to Johnny Doe when he gets referred to Special Education?

Johnny's mother was at the end of her rope! He had just started another fight in the neighborhood. Of course, Johnny felt he had a good reason for fighting because the other kids made fun of him because they couldn't understand him when he talked; and Johnny, being easily frustrated, reacted with kicks and punches.

Mrs. D. was becoming quite concerned. Johnny was a constant worry to her because he wouldn't mind. He was so stubborn and overactive! Why didn't he ever stay with anything long enough to finish it? She felt that there were times when she couldn't get through to him. Jimmy, her older boy, had enjoyed bedtime stories and watching T. V. -- but not Johnny! His favorite pastime was making a disaster area of their home and a battleground of the neighborhood...

(More)

The special education couselor visited Johnny and his mother in their home, as Mrs. D. was unable to get to the office. Johnny felt more at ease meeting "new people" in his own home; and later, when he was taken to the office for some testing, the people there were not all strangers to him.

After the evaluation by the school diagnostician, it was found that he had not followed directions well and was unable to complete many activities. In fact, it was questionable whether Johnny even heard some of the directions. An appointment was set up for a speech evaluation by the school therapist, for it was suspected that Johnny had a hearing loss.

Johnny did fail his hearing test. The school notified the parents and suggested that they take Johnny to see a specialist to determine the problem.

Mrs. D. took Johnny to the doctor and he did diagnose a hearing problem. The general consensus was that Johnny could benefit from early childhood classes because of his handicap. A committee of the special education staff, the principal, teachers and his mother agreed.

Project FIND notified the special service staff of the Gregory-Portland Schools. Special tests and evaluation determined that Johnny was handicapped and could benefit from early childhood classes. A committee of this staff, the principal and teachers agreed.

(More)

Johnny is not a real child, although problems like his and of many others do exist. He has been used to dramatize one of the problems of handicapped children and to stress the need for early diagnosis and help.

Your special education department in your public school is interested in helping these children and their families.

For more information, call 643-6566.

Jo Anne Rowley
643-6566
Box 338
Gregory, Texas 78359

Release March 10, 1978

Free Education Till 21

Did you know that every individual living in Texas is entitled to go to school until he either graduates or reaches the age of 21? Even though students have dropped out, been married, gone to work or had a baby, they may re-enroll in a public school program where they live and continue with their education until they have graduated or reached the age of twenty-one before September 1.

The proper step for a dropout to take if they want to enroll in school is to contact the high school nearest them and find out what kinds of courses are available. The Gregory-Portland High School offers course work in cosmetology, building trades, mechanics, office education, distributive education and industrial cooperative training.

Filler For Newspaper

If you know of a child, age 3-21, who is not now in school,

CALL: 643-6566, ext. 29

or

WRITE: Director of Special Education
Box 338
Gregory, Texas 78359

Newspaper Ad:

All handicapped children ages 3-21 in the Gregory-Portland ISD have the right to a FREE PUBLIC EDUCATION.

Some, however, are not in school.

They may be just left out.

If you know of a child (age 3-21) not in school,

CALL: 643-6566, ext. 29

or mail this form to: Director of Special Education
Box 338
Gregory, Texas 78359

(More)

Name of Child _____ Address _____ Age ____

Parent's Name _____ Address _____

Reason for not being in school: _____

Letter To Agency

Texas School Law supported by Federal Law guarantees all handicapped children (ages 3-21) a FREE public education. However, for various reasons there may still be some of these children not currently enrolled in school. These children have special and unusual learning needs which need to be met as early as possible.

To enable us to provide appropriate education for these youngsters, we must first discover them. The Special Education Department of the Gregory-Portland Public Schools is initiating a district wide search for children who are out of school.

Your help is very necessary to this campaign. Because your agency provides services to the handicapped, you may know of children in our community who may need a special education program. If you know of such a child, CALL 643-6566, Ext. 29 or WRITE: Director of Special Education, Box 338, Gregory, Texas 78359.

Radio Announcements

On the following pages are four public service radio announcements used by Project FIND. They are printed in both English and Spanish. Three of them can be sent in written form to the radio station and their announcer will read them. This is a very simple way to get radio announcements done.

However, if you want to do so, you probably have people on staff who would work these announcements up very well. Adding soft guitar or mandolin music in the background makes it sound professional. These can be made with a good tape recorder and the tape sent or taken to the radio studio.

You may use any of these with just a little bit of editing or be creative and write you own. Don't be afraid of trying your hand on radio announcements!

30 Second Public Service
Announcement, #1

"Project FIND is looking for children in the Gregory-Portland School District....handicapped children, or those with special needs that are not being met. If you know of a child between 3 and 21 who might need special help, call Project FIND at 643-6566. That's 643-6566. All of our children deserve the chance to develop to their fullest potential -- even if it takes a little extra help."

30 Second Public Service
Announcement, Spanish, #1

"El Proyecto FIND busca criaturas en el Distrito Escolar Gregory-Portland....ninos con impedimientos fisicos, o ninos que tengan necesiadad de cuidado especial, ninos que hasta ahorita no lo hayan recibido. Si Usted sabe de alguna persona dl los 3-a 21 anos de edad que necesita ayuda especial, llame at 643-6566. Todos nuestros ninos merecen la oportunidad de desarrollarse completaments."

30 Second Public Service
Announcement, #2

"Look that! Look that, Mama!"

"Kangaroo..., and what is this here, Clyde?"

"A lion."

NARRATOR: "Children learn most in their preschool years. This is also the time to begin correcting potential handicaps. If you live in the Gregory-Portland School District, and think your child may need special help, call Project FIND, 643-6566. Remember, your child depends on you for more than love.

30 Second Public Service
Announcement, Spanish, #2

"Look that! Look that, Mama!"

"Kangaroo..., and what is this here, Clyde?"

"A lion."

NARRATOR: "Los ninos aprenden lo maximo en los anos preescolares. Es importante que durante este tiempo tengan lo oportunidad de corregir cualquier impedimiento fisico o mental que puedan tener. Si sabe de un nino en Gregory-Portland que necesite atencion especial, llame al Proyecto FIND, 643-6566.

30 Second Public Service
Announcement, #3

"Many children are born with, or acquire, physical or mental conditions which handicap their normal growth and development. If they are between 3 and 21, and live in the Gregory-Portland School District, Project FIND can help make sure their needs are met. Call us at 643-6566. That's 643-6566. The sooner you call, the better chance they'll have for full and rewarding lives."

30 Second Public Service
Announcement, Spanish #3

"Muchos ninos nacen con impedimientos fisicos o mentales, tambien muchos desarrollen condiciones que les impide su crecimiento normal. Si sabe de alguien de 3 a 21 anos y viven en el Distrito Escolar Gregory-Portland, El Proyecto FIND Ies puede asegurar la atencion necesaria. Llamenos al 643-6566...Llame cuanto antes y asegure que el nino tendra la mejor oportunidad de vivir bueno y sano."

30 Second Public Service
Announcement, #4

"Do you know the early warning signs of handicapping conditions? Learning to recognize them in children when they're young can prevent unnecessary lifelong problems. If you have questions about any child between 3 and 21 in the Gregory-Portland School District, call Project FIND. The number is 643-6566. That's 643-6566. Please call, for the child's sake."

30 Second Public Service
Announcement, Spanish, #4

"Conoce Usted las senas de impedimientos fisicos o mentales? Si aprende a reconocerlos a tiempo, se pueden prevenir problemas permanentes in los ninos. Si tiene Usted preguntas sobre alguien, de 3 anos a 21 anos de edad, en el Distrito do Gregory-Portland, llame al Proyecto FIND. El numero es 643-6566. Llame por favor. Hagalo por su nino."